

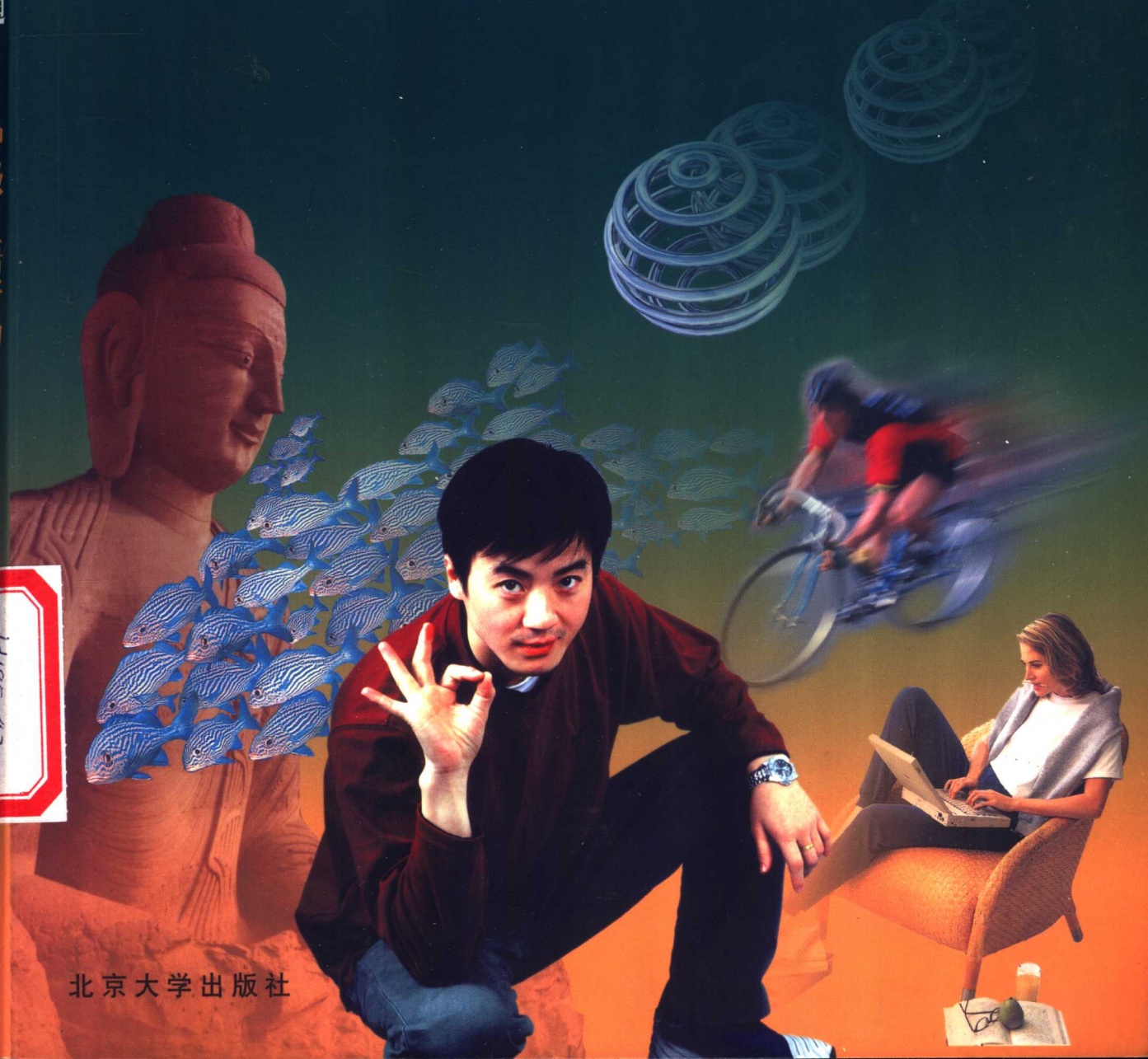
北大版新一代对外汉语教材·短期培训系列

Speedy Chinese Learning  
Intermediate Speaking & Listening

# 汉语快易通

——中级口语听力

刘立新 编著



北京大学出版社

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## 前 言

本书是为来华短期留学的外国人编写的准中级至中级汉语听说教材,可供具有初级水平的学生 50—60 小时课堂学习使用,也可作为自学教材。

本书依据第二语言习得理论和实践,融入多年的教学经验。全书共十二课,课文标题大多取自中国俗语。各课分别包括课文、生词短语、功能意念、口语练习和听力练习五大部分。课文内容选取外国人在中国学习和交际的常见情景,语言注重标准性、实用性和趣味性,对话体和叙述体并重。

在编写过程中,充分参考了《汉语水平词汇与汉字等级大纲》和功能大纲,同时不回避生活中鲜活的语言。乙级词汇占全部词汇的 90% 以上,还有极小部分丙级词汇和难度相对较高的甲级词汇。

“生词和短语”配有扩展内容(部分),便于学生理解词义和举一反三。其中“←→”表示与中心词意思相反的词语,“—”表示可做比较的同类词语。

“功能意念”部分补充了大量与本课功能或话题相关的实用语汇和语句,供学生根据实际需要选用。教师也可以根据具体教学情况择用。

为了达到口语多听多练的目的,本书提供了丰富的口语练习和听力练习。口语练习主要包括:

(1)“正音正调说句子”。语音是外国人学习汉语的难点,也是必须持之以恒加以训练的项目,此项练习的目的在于强化正确发音,培养学习者语音的标准性和语调的自然性。

(2)“替换练习”。将课文中出现的常用短语、句式突出,用替换的方式使学生理解、熟悉,从而形成习惯,所以本书没有单设口语句式的注释,而是使学习者从练习中习得。

(3)“模仿对话”。将实用的口语表达方式抽取出来,锻炼学生根据实际情景得体应答的能力。

(4)“交际练习”。包括“情景会话”和“回答问题”等,使学生在前边各项机械练习的基础上逐步离开书本,谈论与自身相关的话题。

(5)“成段表达”。围绕与课文相关的话题,供学生自由发挥,使其积极表达实际的想法和感受。

听力练习分为两大部分:第一部分是针对课文内容进行的练习,第二部分是扩展练习,包括相关功能意念的听后选择、填表、回答问题的练习。每课都有一个成段的听力理解练习,练习方式采用 HSK 听力理解题型,并参考了先进的外语教材的练习方式。

由于听与说是紧密相关的言语技能,教师可以根据课堂教学实际情况,将听力练习提前或者插入口语练习环节中。

穿插于两三课之间的相对独立的小单元,供教师灵活取用,有助于引起学生对于汉语的兴趣,也可用于调节课堂教学节奏。

本教材在编写过程中得到出版社编辑吕幼筠的积极鼓励和支持,李海燕、刘德联等老师提供了宝贵的意见,刘韵文、钱忠均为本书做了英文翻译,岩川明子做了日文翻译,金秀熹、洪善美做了韩文翻译,另外,还有丈夫邓方和女儿珊珊的鼎力相助,使我得以在金秋十月顺利完稿,特此表示由衷的感谢。

刘立新

2002年10月12日

## Foreword

This book is written for short-term foreign students studying in China. The book is an oral teaching tool, and is appropriate for students at the intermediate level. It provides materials for 50–60 hours of classroom teaching and it can also be used for self-study.

This book was written according to the principals of teaching Chinese as a second language, and reflects years of teaching experience. It has twelve chapters, all based on traditional Chinese sayings. Each chapter consists of a text, a list of vocabulary, words and phrases, a section on functioning in a particular situation, speaking exercises, and listening exercises. The content of the texts is based on situations that foreign students encounter while studying in China. The texts teach appropriate usage of the language while taking into account practicality and student interest. Communication is taught in both dialogue and narrative form.

Through the course of writing this book, I often referred to the *Chinese Language Vocabulary and Character Standard* and the *Chinese Language Function Standard*, as well as to conversations that occurred in daily life. B level vocabulary makes up over 90% of the vocabulary in this textbook, while a small percentage comes from C level vocabulary and the relatively harder A level vocabulary.

The Situation section includes grammatical structures, vocabulary words, and phrases that are related to the content of the text. These supplementary materials were chosen for their practicality, and teachers can select from these materials at their discretion.

To give students more opportunities to listen to and speak Chinese, this book provides many speaking and listening exercises. The speaking exercises include:

(1) “Read the sentence aloud using correct tones and pronunciation.” Foreign students find tones and pronunciation especially difficult and this aspect of Chinese requires additional practice. The goal of these exercises is to strengthen students’ pronunciation skills and their ability to speak the language naturally.

(2) “Common Phrases Substitution Exercise.” This section comprises of selected common phrases and sentence patterns from the text. It uses the substitution method to help students achieve familiarity and understanding, making the use of the phrases and patterns habitual. This book does not merely explain the meaning of phrases; instead, it helps students learn through practice.

(3) “Imitate the dialogue.” This section uses selected verbal expressions to teach students how to communicate in a dialogue situation.

(4) “Social Communication Exercises.” These include “Create a conversation given a scenario.” and “Answer the questions.” These exercises allow students to communicate beyond the text and discuss matters related to themselves.

(5) “Express the following topics in a paragraph.” This section contains text-related topics and allows the students to freely express useful ideas and feelings.

The listening exercises are divided into two sections: Text Exercises and Outside Exercises. The former is comprised of complicated sections of the text, while the latter is comprised of text-related listening exercises. Each chapter includes a paragraph of comprehension listening exercise. The exercises are modeled on the HSK question structure, and were constructed after researching foreign language teaching methods.

Because listening and speaking are closely related language skills, teachers can vary the order of the exercises according to their classroom situations.

Teachers can use the stand-alone unit between Chapter 2 and Chapter 3 as they see fit. It can be used to stimulate students' interest in Chinese, as well as to enliven the classroom environment.

Throughout the course of writing this book, I received the enthusiastic help and support of my editor at the publishing house, Lü Youjun. Lee Haiyan and Liu Delian provided invaluable advice. Thanks should be given to the following translators for their hard work: Liu Yunwen & Qian Zhongjun, English translators; Yanchuan Mingzi, Japanese translator; Jing Xiuxi & Hong shanmei, Korea translators. I must also express my heartfelt thanks to my husband Deng Fang and my daughter Shan Shan, whose support and encouragement allowed me to complete this book in the golden autumn of this year.

Liu Lixin

October 12, 2002

## 课堂用语

### Classroom Sentences

- |                |                                      |   |
|----------------|--------------------------------------|---|
| 1. 现在我们开始上课。   | Xiànzài wǒmen kāishǐ shàng kè.       | Class will begin now.                             |
| 2. 跟我读。        | Gēn wǒ dú.                           | Read along with me.                               |
| 3. 不看书,跟我说。    | Bú kàn shū, gēn wǒ shuō.             | Do not look at the text book, read along with me. |
| 4. 请翻到第 N 页。   | Qǐng fān dào dì N yè.                | Please turn to page N.                            |
| 5. 请看生词。       | Qǐng kàn shēngcí.                    | Please look at the vocabulary words.              |
| 6. 读课文。        | Dú kèwén.                            | Read the text.                                    |
| 7. 请重复一遍。      | Qǐng chóngfù yíbiàn.                 | Please repeat.                                    |
| 8. 请看练习。       | Qǐng kàn liànxí.                     | Please look at the exercises.                     |
| 9. 两人一组,做对话练习。 | Liǎng rén yì zǔ, zuò duì huà liànxí. | Please pair up and do the dialogue exercise.      |
| 10. 有问题吗?      | Yǒu wèntí ma?                        | Any questions?                                    |
| 11. 请你回答。      | Qǐng nǐ huídá.                       | Please answer the question.                       |
| 12. 注意声调/语调。   | Zhùyì shēngdiào/yǔdiào.              | Pay attention to tones and pronunciation.         |
| 13. 下一个。       | Xià yí ge.                           | Next one.   |
| 14. 今天的课就上到这儿。 | Jīntiān de kè jiù shàng dào zhèr.    | Today's class will end here.                      |
| 15. 下课。        | Xià kè.                              | Class is over.                                    |



## 人物表

### List of Characters



女,日本留学生,喜欢买东西、写日记。

山田爱



男,韩国留学生,爱开玩笑。

宋正先



男,英国留学生,电脑迷。

杰克



女,美国留学生,山田爱的同屋,喜欢旅行。

凯西



女,中国人,在广告公司工作,山田爱的辅导。

方竹



男,中国人,研究生,喜欢唱歌,热心人。

章丰



女,中国人,汉语教师,喜欢游泳。

李雪



8岁,李雪老师的儿子,喜欢小动物。

李远航

有缘千里来相会

yǒu yuán qiān lǐ lái xiāng huì

# 目 录

## Contents

前言 .....	1
Foreword	
课堂用语 .....	5
Classroom Sentences	
人物表 .....	6
List of Characters	
第一课        说曹操,曹操到 .....	1
Lesson 1      Mention Cao Cao and there he is.	
第二课        一分钱一分货 .....	14
Lesson 2      The higher the price, the better the quality.	
第三课        今天我请客 .....	29
Lesson 3      It's to be my treat today.	
第四课        一慢二看三通过 .....	49
Lesson 4      Slow down first, look round, and then pass.	
第五课        不见不散 .....	63
Lesson 5      Let's not leave without seeing each other.	
第六课        送你一块名牌表 .....	74
Lesson 6      Giving you a brand name watch.	
第七课        礼轻情意重 .....	86
Lesson 7      Gifts do not have to be expensive, the important thing is the feeling behind them.	

第八课 Lesson 8	在家靠父母,出外靠朋友 ..... 97 At home depend on your parents, when abroad depend on your friends.
第九课 Lesson 9	智者乐水,仁者乐山 ..... 110 Intellectuals like water, benevolent people like mountains.
第十课 Lesson 10	萝卜白菜,各有所爱 ..... 122 Radish and Chinese cabbage, everyone has one they love.
第十一课 Lesson 11	车到山前必有路 ..... 134 The cart will find its way round the hill when it gets there.
第十二课 Lesson 12	后会有期 ..... 146 We will see each other again.
听力练习文本 Text of Listening Materials	..... 157
词汇总表 Vocabulary	..... 176

## 第一课 说曹操，曹操到

Lesson 1 Mention Cao Cao and there he is.



(在办公室)

宋正先 您好！我找李雪教授。

李老师 我就是李雪。你有什么事吗？

宋正先 我是从韩国来的，我的老师是金玉中先生，他让我带给您一封信和一本书。

李老师 对对，金教授是我的老朋友。快请坐！你叫什么名字呀？

宋正先 我叫宋正先，是短期班的学生，昨天刚到。

李老师 你要在这里学习多久？

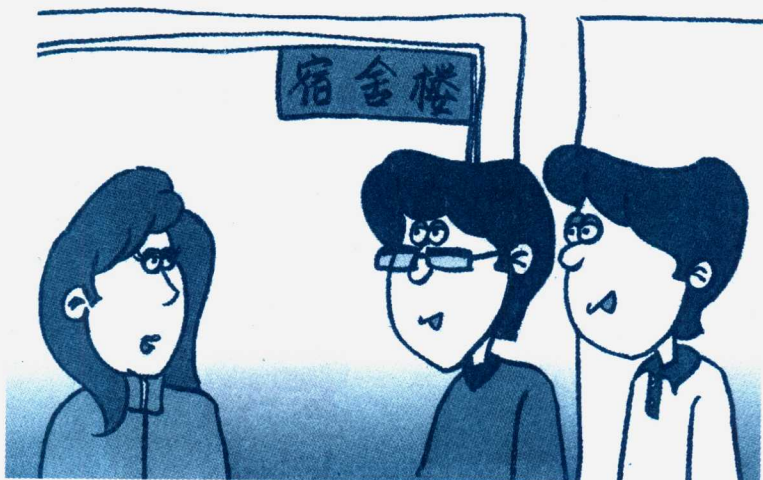
宋正先 一个月。

李老师 只有一个月？太短了。

宋正先 是啊，我也这么想。不过我打算学完以后再去看旅行一两个星期。

李老师 这对练习口语很有好处。你对北京的第一印象怎么样？

宋正先 人多，车多，很热闹。



(在宿舍楼前)

章 丰 宋正先!

宋正先 是你,章丰!你怎么在这儿?

章 丰 我在等一个日本朋友,她从机场来,现在该到了。

(从出租车上下来一个人)

山田爱 对不起,章丰,让你久等了,路上堵了半天车……

章 丰 “说曹操,曹操到。”这就是我等的人。介绍一下……

宋正先 山田爱!

山田爱 宋正先?

章 丰 你们认识?

山田爱 我在韩国留学的时候,他是我的邻居!没想到在这儿见面了。

宋正先 你怎么也来中国了?

山田爱 我参加了一个汉语短期班。

宋正先 真是太巧了,我也是短期班的。世界真小啊。

山田爱 我们多久没有见面了?

宋正先 有两年了吧?哎(āi),光顾高兴了,对不起,对不起,你们还有事,我得(děi)走了。山田,我以后去看你。可我怎么和你联系呢?

山田爱 我住哪儿还不知道,要等报到以后才能知道。

章 丰 没关系,有我呢。一会儿我们就去办手续,马上就能安排好。

宋正先 那我告诉你我的手机号吧,你有空儿的时候可以和我联系,13001989653。

山田爱 你等一下,我拿纸和笔记下来,13001989653,对吗?

宋正先 没错儿。

章 丰 我就住在学校里,对这儿很熟悉。你们以后如果需要帮忙的话,都可以来找我。



山田爱

我叫山田爱,日本人,是短期班的学生,刚到北京。北京的天气和我们那里差不多,就是太干燥了,我有点儿不习惯。离开父母来到这么远的地方,所以有点儿想家。不过这里的老师和同学都对我很好,我们班一共有十二个同学、两个老师,我很喜欢他们。这一个月,我会过得怎么样呢?我希望我的汉语水平有很大的提高。我已经在日记里写了:加油,山田爱!



## 生词和短语

### New Words and Phrases

1. 教授 (名) jiàoshòu  
professor
2. 短期班 duǎnqībān      ※ 一长期班  
short term course
3. 只有 (副/连) zhǐyǒu      ※ 我只有一个姐姐。// 我现在只有五块钱。  
only
4. 不过 (连) búguò      ※ 我很喜欢这儿,不过不太喜欢这里的天气。  
but
5. 印象 (名) yìnxiàng      ※ 第一印象 好印象 坏印象  
impression
6. 热闹 (形) rènao      ※ 很热闹 热闹的地方  
lively

7. 堵车 dǔ chē  
traffic jam
8. 留学 liú xué  
study abroad
9. 邻居 (名) línjū  
neighbor
10. 没想到 méi xiǎngdào  
did not think; unexpected
11. 参加 (动) cānjiā  
participate
12. 巧 (形) qiǎo  
coincidental
13. 光 (副) guāng  
only
14. 顾 (动) gù  
attend to; connection
15. 联系 (动/名) liánxi  
connect; contact
16. 报到 bào dào  
register
17. 手续 (名) shǒuxù  
procedure
18. 安排 (动/名) ānpái  
arrange
19. 手机 (名) shǒujī  
cell phone
20. 空儿 kòngr  
free time
21. 记 (动) jì  
to remember; to write down
22. 熟悉 (动) shúxī  
familiar
23. 如果 (连) rúguǒ  
if
- ※ 留学生 在日本留学
- ※ 没想到你也认识他。
- ※ 参加旅行 参加考试
- ※ 太巧了 真巧 不巧
- ※ 她每天中午光吃一个苹果。
- ※ 光顾看电视,忘了做饭。
- ※ 和……联系 没有联系
- ※ 什么时候报到?
- ※ 办手续//手续很麻烦。
- ※ 上课的事已经都安排好了。
- ※ 手机号码 手机短信
- ※ 有空儿 没空儿
- ※ 记住 记下来
- ※ 对……很熟悉 对……不熟悉
- ※ 如果你能来,请打电话告诉我。

- |   |                  |
|---|------------------|
| 24. 需要 (动) xūyào<br>need                        | * 需要帮助 需要照顾 不需要  |
| 25. 帮忙 bāng máng<br>help                        | * 帮一个忙 帮很大的忙 帮帮忙 |
| 26. 差不多 (形) chàbuduō<br>about the same; similar | * 和……差不多         |
| 27. 干燥 (形) gānzào<br>dry; arid                  | * 空气干燥           |
| 28. 离开 lí kāi<br>leave                          | * 我七点离开家来学校。     |
| 29. 想家 xiǎng jiā<br>think of home               | * 有点儿想家          |
| 30. 水平 (名) shuǐpíng<br>level                    | * 汉语水平 口语水平 生活水平 |
| 31. 提高 (动) tígāo<br>raise                       | * 提高汉语水平 提高生活水平  |
| 32. 日记 (名) rìjì<br>diary                        | * 写日记 记日记 日记本    |
| 33. 加油 jiā yóu<br>refuel; to work harder        | * 中国队,加油!        |



### 说曹操,曹操到 Shuō Cáo cāo, Cáo Cāo dào

俗语。意思是:当谈论到某个人的时候,那个人正好就出现了。曹操(155—220)是三国时期重要的政治家和军事家。

Common phrase. Its meaning is: Whenever a person is being discussed, that person will appear. (Speak of angels and you hear her songs. / Speak of devil and he will appear.) Cao Cao was an important politician and militarist during the Three Kingdoms period.





## 功能意念

### Functions and Notions

#### 见面与相识

#### Meeting and Knowing Each Other

1. 认识你很高兴。

I am glad to meet you.

我也很高兴(我也是)。

Me too.

2. 初次见面,请多多关照(guānzhào)。

It's first time to see you, please take care of me.

3. 您贵姓?

May I ask your surname?

4. 我姓章,立早章。我叫章丰,丰富(fēngfù)的丰。

My family name is Zhang. "Zhang" is composed by "li(stand)" and "zao(early)". My name is Zhang Feng. "Feng" is from the word "feng-fu(abundant)".

我姓吴(wú),口天吴。

My family name is Wu. "Wu" is composed by "kou(mouth)" and "tian(sky)".

我姓陈(chén),耳东陈。

My surname is Chen. "Chen" is composed by "er(ear)" and "dong(east)".

我姓李,木子李。我叫李文静,文学的文,安静的静。

My surname is Li. "Li" is composed by "mu(wood)" and "zi". My name is Li Wenjing. "Wen" is from the word "wenxue(literature)", "jing" is from the word "anjing(quiet)".

5. 你们还不认识吧? 我来介绍一下,这位是……

Haven't you known each other? Let me introduce to you, this is...

6. 我来自我介绍一下。

Let me introduce myself.

7. 久闻(wén)大名。

I have known your name for a long time.